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ABSTRACT

In 1984-85, the Bilingual Program in Auxiliary Services for High Schools provided instruction in English as a second language (ESL), native language development, and basic education, in addition to a job counseling and placement component, to approximately 1,900 students at 15 sites in New York City. The program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole/French, but the largest ethnic group enrolled was the Hispanic group. Many students were recent immigrants whose personal circumstances did not permit a conventional high school education. The objectives of the program were twofold: to enable limited English proficient (LEP) students to develop their English proficiency and content-area skills enough to pass the high school equivalency examination, and to expose students to job opportunities. The program's basic philosophy was to teach analytical skills that would have practical value beyond the scope of the examination. Staffing patterns varied from site to site and reflected both the needs of the local student population and the level of local tax-levy support. Curricular materials were developed and development activities were conducted for staff members. Parents were involved through Advisory Council meetings and other activities. On a program-wide basis, participants made statistically significant gains in three content areas: English, native language, and mathematics. Program evaluations of the bilingual program have found low rates of advancement in ESL levels each year. (KH)

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THE BILINGUAL PROGRAM
IN AUXILIARY SERVICES
FOR HIGH SCHOOLS
1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-820-2991

THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS 1984-1985

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A SUMMARY OF THE REPORT

This multi-site program, in its third year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.), native language development, and basic education, in addition to a job counseling and placement component, to approximately 1,900 students at fifteen sites in New York City.

As of 1983-84, the program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole/French. The largest ethnic group enrolled in the A.S.H.S. bilingual program was the Hispanic group; Chinese speakers were the largest of the non-Spanish language groups. Many students were recent immigrants whose personal circumstances did not permit a conventional high school education.

The objectives of the program were twofold: to enable LEP students to develop their English proficiency and content-area skills enough to pass the high school equivalency (G.E.D.) examination, and to expose students to job opportunities. The program's basic philosophy was to teach analytical skills that would have practical value beyond the scope of the G.E.D. examination.

Staffing patterns varied from site to site and reflected both the needs of the local student population and the level of local tax-levy support. Title VII funds supported administrative and support services staff positions; in addition, they provided 2,000 teacher hours used to support curriculum and staff development activities at the centers. Additional teaching hours were provided by Title XIII. Curricular materials were developed to prepare students for the H.S.E. in the following areas: native language arts, general education, mathematics (French); social studies and language arts (Spanish), and general science (Greek and French). A directory of employment, training, and vocational services in New York City was also developed by program staff. Development activities for staff members included supervision and observation by central program administrators, attendance at university courses, and participation in both internal and external conferences and workshops. Support services focused on preparing students to enter the job market through college and career planning, consumer education, and job placement. Parents of participating students were involved through attendance at Advisory Council meeetings and a workshop on cultural awareness, as well as through collaborating in planning program activites.

Program objectives were assessed in English as a second language (Stanford Achievement Test [SAT], the Metropolitan Achievement Test [MAT], and promotion rates in E.S.L. classes); native language achievement (La Prueba de Lectura, teacher-made tests, and promotion rates in native language classes); and mathematics (New York City Arithmetic Computation Test). Quantitative analysis of student achievement data indicates that:

-- participants made statistically significant gains on the MAT and on Levels 1 and 2 of the SAT;

-- only the Italian students were able to achieve the program objective of a 60 percent promotion rate to the next higher E.S.L. level.

-- each language group achieved statistically significant gains in reading in its native language;

-- overall, the program students met the native language objective of 30 percent advancing in native language level; 36 percent of program students advanced at least one level of native language instruction. Greek participants, however, failed to make any advancement in this area, while Haitian Creole-speaking students far exceeded the target objective;

-- all language groups demonstrated statistically significant gains in mathematics achievement.

The following recommendations are aimed at improving the overall effectiveness of the program.

-- That the program revise evaluation objectives in the area of E.S.L. advancement to reflect more realistically the ability of the target population.

-- That the program continue to seek support for expanded services.

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THE BILINGUAL PROGRAM IN AUXILIARY SERVICES
FOR HIGH SCHOOLS (A.S.H.S.)

Central Location:	383 East 139th Street Bronx, New York 10454
Number of Sites:	15
Year of Funding:	1983-84, First year of a new three-year funding cycle
Target Languages:	Spanish, Chinese, Greek, Italian, and Haitian Creole/French
Number of Participants:	1,900
Director:	Dr. Seymour Weissman
Bilingual Coordinator:	Mr. John Ramirez

I. INTRODUCTION

The Auxiliary Services for High Schools (A.S.H.S.) program, which began in 1969, grew out of the New York City Public Schools system's recognition of its responsibilities to those students who were unable, for various reasons, to complete their education within the regular school system. The program's objectives, as mandated by the Board of Education, were to provide early school-leavers with basic education, remediation, job counseling, and job placement. Since that time, the program has grown in size from the original two evening centers to twelve evening centers, and to daytime programs in eleven day centers as well. The scope of A.S.H.S. has also grown: it now offers a broad array of alternative educational and vocational services.

The A.S.H.S. target population consists primarily of high school dropouts aged 16 to 21, students with chronic attendance problems, students who have difficulty adjusting to the regular high school curriculum, armed forces veterans of any age, and others who need an alternative to the

regular school situation.

Over a third of the students in the A.S.H.S. program have limited English proficiency (LEP). In 1972, a bilingual component was established within the A.S.H.S. program. This bilingual component now operates at 15 sites and serves five different language groups (See Table 1). Most of the students in the bilingual component have never attended a regular New York City high school. Many are recent immigrants whose personal circumstances do not permit a conventional high school education.

The objectives of the bilingual program are to give students the English-language and cognitive skills they need to pass the high school equivalency (G.E.D.) examination and to expose them to employment and job training opportunities. Special features of the program are individualized/self-paced instruction, counseling (educational, vocational and personal), placement services (academic and employment), and day and evening sessions that include instruction in the native language and in English as a second language (E.S.L.). Spanish-dominant students may prepare for either the English or the Spanish G.E.D. examination.

Over the years, the A.S.H.S. bilingual program has developed the flexibility it needs to serve an increasing number of students, to follow the geographic shifts of the population requesting services, and to adjust to the demands of emerging language groups. Thus, the A.S.H.S. bilingual program enables the school system to help newcomers to enter the American economic mainstream.

II. STUDENT CHARACTERISTICS

Approximately 80 percent of the students enrolled in the A.S.H.S. bilingual program have never attended a regular high school in the United States. Although many attended school overseas, they would have difficulty adjusting to American academic requirements. Many did not attend high school in their country of origin. Many must seek full-time employment, and so are unable to attend regular day high schools.

There are indications that the number of non-English-speaking students who bypass regular schools and enroll directly in the A.S.H.S. bilingual program will continue to increase. There has been an influx of immigrants from all over the world to New York City. For some language groups A.S.H.S.'s bilingual service offerings are unique. Because of the recent immigration of mainland Chinese to New York City, the Forsyth Street program, near Chinatown, has not only increased its enrollment tremendously but has also developed a large waiting list. With Puerto Rico experiencing a severe economic crisis, emigration to the mainland has mounted steadily; with no end to the crisis in sight, this emigration is likely to continue. Following the closing of the temporary camps in Florida the city's Haitian population has increased dramatically. And the A.S.H.S. program is one of very few to offer special bilingual educational services to Greek- and Italian-speaking students.

TABLE 1

Bilingual Program in Auxiliary Services for High Schools Sites.

Center	Location	Hours	Language(s) Served	Number of Students
Roberto Clemente[a]	383 East 139th Street Bronx, NY	9:00-3:00	Spanish	131
Park Avenue Learning Center	2005 Madison Avenue New York, NY	9:00-3:00	Haitian Creole Spanish	118
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	9:00-3:00	Spanish	N.A.
Forsyth Street School[b]	198 Forsyth Street New York, NY	9:00-3:00	Spanish Chinese	233
Lincoln Square	216 West 63rd Street New York, NY	9:00-3:00	Spanish	52
J.H.S. 136	750 Jennings Street New York, NY	9:00-3:00	Spanish	45
Linden Boulevard	2045 Linden Boulevard Brooklyn, Ny	9:00-3:00	Spanish	51
Prospect Heights High School	883 Classon Avenue Brooklyn, NY	5:30-8:30	Haitian Creole	95
Brandeis High School	145 West 84th Street New York, NY	5:30-8:30	Spanish	174
Julia Richman High School	316 East 67th Street New York, NY	5:30-8:30	Chinese Haitian Creole	63
Walton High School	196th St. and Reservoir Ave. New York, NY	5:30-8:30	Spanish	98
Maxwell Vocational High School	145 Pennsylvania Avenue Brooklyn, NY	5:30-8:30	Spanish	197
Jamaica Learning Center	162-02 Hillside Avenue Jamaica, NY	5:30-8:30	Spanish	185
J.H.S. 10	31st Avenue, between 45th & 46th Streets Astoria (Queens), NY	5:30-8:30 (Mon-Thurs)	Chinese Greek Spanish	216
St. George School at the College of Staten Island	25 Hyatt Street Staten Island, NY	5:30-8:30 (Mon-Thurs)	Spanish Italian	118

[a] Central location for the A.S.H.S. Bilingual Program.

[b] Central location for A.S.H.S.

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ETHINIC GROUPS SERVED

The largest ethnic group enrolled in the A.S.H.S. bilingual program in 1983-84 is the Hispnaic group. The majority of A.S.H.S. bilingual students, therefore, speak Spanish at home (70 percent), followed by Chinese (12 percent), Haitian Creole (11 percent), Greek (3 percent), and Italian (2 percent). Of the Hispanics, 51 percent were from Central and South American countries, 45 percent were from the Caribbean, and the country was unknown for 4 percent. The most common country of origin is the Dominican Republic (22 percent), followed by Puerto Rico (21 percent), Ecuador (12 percent), Colombia (10 percent), and El Salvador (8 percent). (See Table 2).

The students served in the A.S.H.S. bilingual program are highly diverse in age, educational backgrounds, time in the United States, educational aspirations, and reasons for participating in the program.*

Educational Background

Overall, twenty-six percent of the students had fewer than nine years of formal schooling, while 13 percent had at least 12 years of formal schooling. The rest (51 percent) had 9 to 11 years of schooling. Of the language group served, Greek and Italian participants had the least formal education. Seventy-two percent of the Greeks and 59 percent of the Italians had fewer than nine years of formal schooling, compared with 29 percent of Central and South Americans, 28 percent of the Caribbean

*Participating students even differed by sex, although the reason for this is not evident in the data. Central and South American Hispanics were predominantly male (60 percent). Chinese and Haitians were predominantly female (57 percent). Fifty-three percent of Caribbean Hispanics and 50 percent of Italians and of Greeks were male.

TABLE 2

Country of Birth of Spanish-Speaking Students

Country of Birth	Number	Percent
Dominican Republic	278	22.4
Puerto Rico	264	21.2
Ecuador	145	11.6
Colombia	118	9.5
El Salvador	102	8.2
Honduras	94	7.6
Guatemala	64	5.2
Nicaragua	30	2.4
Mexico	30	2.4
Peru	19	1.5
Costa Rica	14	1.1
Panama	13	1.0
Cuba	9	0.7
Venezuela	3	*
U.S.	2	*
Other	55	4.4
TOTAL	1,240	100

*Less than one percent.

Hispanics, 20 percent of the Chinese, and 3 percent of the Haitians. On the other hand, 37 percent of the Italians had 12 years of schooling, Seventeen percent of the Greeks, Haitians and Central and South Americans also had 12 years of schooling, as did only 7 percent of the Caribbean Hispanics and 4 percent of the Chinese.

Within the Hispanic population, educational backgrounds differ, as implied in the paragraph above. According to staff members, newcomers from South America have good academic skills in Spanish, while the group from the Dominican Republic brings the lowest level of skills. The Puerto Rican group includes members of the "shuttle population" that travels back and forth between island and mainland and lacks skills in English and Spanish.

Dropout Status

Seventeen percent of the A.S.H.S. bilingual students were high school dropouts of whom 95 percent were referred directly by a high school. Former dropouts were predominatnly Hispanic: 33 percent were Caribbean Hispanics, and 29 percent were Central and South American Hispanics.

Time In The United States

Fifty-eight percent of the students have been in the U.S. for two years or less; 19 percent have been in the country for three to four years; and 23 percent have been in the country for five years or more. Haitians and Italians had the highest proportion of new immigrants, with 77 percent of each group having arrived during the past two years. Sixty-three percent of the Chinese, 55 percent of the Central and South Americans, 54 percent of the Caribbean Hispanics, and 40 percent of the Greeks also arrived during the past two years.

Employment Status

Forty-two percent of the students served were employed full-time when they began the program, and 45 percent were employed full-time by June. Another 13 percent found part-time employment while they were enrolled in the program. Employment status varied greatly by ethnic group, however. Eighty-one percent of the Greeks, 70 percent of the Italians, and 61 percent of the Haitians were employed full-time at entry. In addition, 49 percent of the Central and South Americans, 33 percent of the Chinese, and 30 percent of the Caribbean Hispanics were employed full-time at entry. The situation was similar in June, except for the Chinese students, of whom 49 percent found part-time employment during this time. Twelve percent of the Caribbean Hispanics, 8 percent of the Haitians, and 5 percent of the Central and South Americans and of the Greeks also found part-time jobs.

Length of Program Participation

Sixty-five percent had been in the program five months or less, and 53 percent were expected to continue in it during 1985-86. At the same time, length of participation varied. While 74 percent of the Haitians, 71 percent of the Central and South Americans, and 68 percent of the Caribbean Hispanics had been in the program five months or fewer, ninety-three percent of the Italians, 60 percent of the Chinese, and 52 percent of the Greeks had been in the program six or more months.

REASONS FOR ENTRY

A.S.H.S. bilingual students entered the program for a variety of reasons. The main reason for entering the program cited by Haitians (98 percent), Central and South Americans (95 percent), and Caribbean Hispanics (90 percent) was to get a G.E.D. In contrast, Italians (96 percent) entered primarily to learn English, as did Greeks (69 percent). Another 14 percent of the Greeks entered to qualify for a better job. Chinese students had the most varied reasons for entering: 33 percent entered to get a G.E.D.; 31 percent, to learn English; 13 percent, to get into a training program; 16 percent, to get a better job; 4 percent, to learn how to read; and 4 percent, to go to college.

Overall, fifty percent of the students served found out about the program from friends (84 percent of Haitians, 58 percent of Greeks, 54 percent of Central and South Americans, and 44 percent of the Italian and Caribbean Hispanics). Another 20 percent found out through the program's own recruitment efforts. Of the others, 6 percent were referred by outside agencies and 3 percent found out from other students. Twenty-nine percent of the Caribbean Hispanics and 14 percent of the South American Hispanics served in the program were referred by a high school, probably reflecting the number of dropouts among these groups.

SITE DISTRIBUTION

Sixty-five percent of program students attended evening sites and 35 percent attended day sites. The students at the evening sites were older than the students at day sites. Seventy-three percent of the students at the evening sites were over 21, while only 7 percent of students at day sites were over 21.

A higher proportion of students at the evening sites had less academic preparation than those at the day sites. Thirty-two percent of students at the evening sites had fewer than nine years of previous education, while only 17 percent of the students at the day sites were in this category. However, a higher proportion (17 percent) of students at the evening sites were reported to have 12 years of education than at day sites (5 percent).

The day sites had a higher proportion of former dropouts (40 percent) than the evening sites (5 percent). At the evening sites, 62 percent of the students were employed full-time when they entered the program, and 65 percent were employed full-time in June (with an additional 5 percent employed part time). Only 5 five percent of students at day sites were employed full-time when they entered the program. However, 11 percent were employed full-time in June, and 27 percent had found part-time employment by June.

Students at both day and evening sites generally entered for the same reason: to obtain a high school equivalency diploma (85 percent at day sites and 78 percent at evening sites). However, 13 percent of the evening site students went because they wanted to learn English, as compared with 6 percent for day sites.

In addition, students in the evening sites generally had been present

for a shorter period of time than students at day sites. Sixty-nine percent of evening program students had been in the program 5 months or less, as compared with 56 percent of day students.

A smaller proportion of evening students (54 percent) had been in the program two years or less compared with day students (63 percent), but a larger proportion of evening students (27 percent) had been in the program 5 years or more as compared to day students (15 percent).

Finally, certain ethnic groups were concentrated in evening schools. All Greek and Italian students were in evening sites, as were 87 percent of the Central and South Americans. Fifty percent of the Caribbean Hispanics, 39 percent of the Haitians, and 33 percent of the Chinese students also were in evening sites.

AGE

Fifty-one percent of the students in the program were 21 years of age or younger, 27 percent ranged from 22 to 29 years of age, and 22 percent were 30 years old or older. Sixty-five percent of those 21 or younger were in day sites, and 95 percent of those over 21 were at evening sites. Chinese and Caribbean Hispanics were the youngest students, with 65 percent being 21 or younger. Fifty-one percent of the Haitians were 21 or younger. However, 59 percent of the Central and South Americans, 85 percent of the Italians, and 89 percent of the Greeks were over 21.

The younger students had been in the country a shorter period of time than the older ones. Sixty-nine percent of those 21 or younger had been in the U.S. two years or less, while 60 percent of those 22 to 29 years of age were in the country two years or less. By contrast, 55 percent of those over 30 had been in the U.S. for five years or more.

The younger students tended to have more years of formal education. Forty-five percent of those over 30 had fewer than nine years of schooling. By contrast, only 25 percent of those 22 to 29 years of age and 19 percent of those 21 years or younger, had less than 9 years of formal schooling. However, almost all dropouts (95 percent) were under 21.

Sixty-seven percent of those over 21 were employed full-time when they entered the program, while only 18 percent of those 21 or younger were employed full-time. In June, 69 percent of those over 21 were employed full-time and 23 percent of those 21 or younger were employed full-time. By June, and additional 19 percent of those 21 or younger found part-time employment and 5 percent of those over 21 found part-time employment.

PROGRAM EXIT AND CAREER PLANS

Twenty-five percent of the students reported had made career plans with a counselor; 75 percent had not. Of those making plans, 53 percent applied to college, 22 percent applied for work, and 8 percent applied for a training program. Another 15 percent made other plans.

Of the 75 percent who had not made plans, the reasons given for not doing so were as follows: 28 percent were waiting for G.E.D. results; 26 percent had left the program; 17 percent were returning in the fall; 8 percent were not interested, and 5 percent began too late in the year. Another 14 percent had other reasons for not making plans.

Forty-six percent of the students left the program (14 percent before January and 32 percent by June). Of the students who left the program, 48 percent had been referred for the G.E.D., 9 percent had conflicts with their work schedules, 6 percent moved, 5 percent left the country, 5 percent found employment, and 5 percent had personal reasons. Another 22 percent left for unknown reasons.

III. PROGRAM ORGANIZATION

The bilingual program is administered at each site by the A.S.H.S. center administrator responsible for all center-wide activities. Title VII administrative staff, located at the Bilingual Resource and Training Center, works in cooperation with the center administrators to coordinate and support bilingual instructional and counseling services at each site. Instruction and counseling are provided by bilingual teachers, curriculum developers, teacher trainers, educational/vocational advisors, guidance counselors, and paraprofessionals.

The Title VII program's administrative staff monitors site operations on a formal and an informal basis. During formal visits, they observe the various program components and conduct staff conferences in order to provide feedback about implementation. On an informal basis they visit centers and classes as needed to assist in program implementation and to provide resources and materials. For evaluation purposes, the staff also collects program data, including student attendance and enrollment information. The extensive student information that is collected provides a comprehensive profile of program participants, which is very useful in planning program activites and offerings.

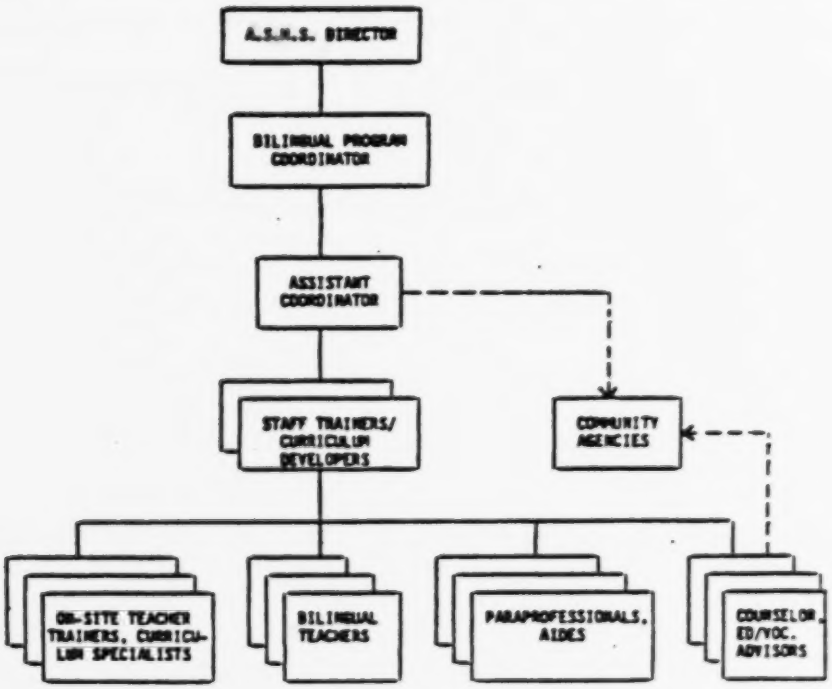
Staffing patterns vary from site to site, reflecting the needs of the local student population and the level of local tax-levy support. The Title VII budget this year provided funds for support and administrative staff. It also provided two thousand teacher-hours which were used to support curriculum and staff development activities at the centers. An additional three thousand teacher-hours were provided by Title XIII.

All other positions are supported by city tax-levy funds.

As a result of the well-established channels of communication developed over the past thirteen years, the bilingual program functions with some degree of autonomy at the centers while, at the same time, remaining a component of the greater A.S.H.S. program. Figure 1 depicts the program's organization.

FIGURE 1

Administrative Organization of the Bilingual Program in A.S.H.S.



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IV. INSTRUCTIONAL PROGRAM

The objectives of the bilingual program in A.S.H.S. are two-fold: to enable LEP students to improve their English-language and content-area skills so that they can pass the high school equivalency exam, and to expose students to job opportunities.

The overarching philosophy of the A.S.H.S. program is to teach analytical skills that have a practical value beyond the scope of the G.E.D. examination itself. Through a screening process, students with inadequate prior education are referred to remedial programs to develop entry-level skills. Students are encouraged to realize their fullest potential by setting goals which are realistic, which focus on immediate and long-range achievements, and which are designed to instill a desire for continued learning.

The program has increased its flexibility by "factoring in" the special circumstances of its target population. Students can enroll at any time during the year and "graduate" at any time. They may choose from morning, afternoon, or evening sessions. The program offered is uniform at all sites; therefore, students can change sites without discontinuity. Finally, students can determine the time-frame for program completion based on personal motivation and circumstance. They may temporarily leave the program and then return to continue their skills development at the point at which they had left off.

PLACEMENT

The program follows the New York City Public School guidelines for identifying LEP students through the Language Assessment Battery (LAB). Three other tests that provide predictive and placement information are also administered during the admissions process. These formal testing data, supported by student background information, provide the basis for student placement in one of four instructional levels: Native Language Arts (N.L.A.), General Education (basic), Pre-High School Equivalency (intermediate), and High School Equivalency Preparation (advanced).

To enter the bilingual program in A.S.H.S., a student must score below the twenty-first percentile on the English LAB test and/or score below grade level on English reading exams and/or demonstrate an inability to function effectively in the English mainstream. A student profile is developed based on counseling records (interviews, test scores, LAB score) and teacher records. Profile and test data are reviewed on a regular basis to identify students who are ready for transfer to instruction in English or are ready to take the G.E.D. exam. Students graduate from the program when they can do one of the following:

-- Score above the twentieth percentile on the English LAB test;

-- Read at or above grade level in English;

-- Demonstrate the ability to function effectively in the English mainstream (as determined by staff assessment of profile data);

-- Earn a G.E.D. diploma.

Figure 2 presents a flow chart of the placement, programming, and exit procedures for A.S.H.S. bilingual program students.

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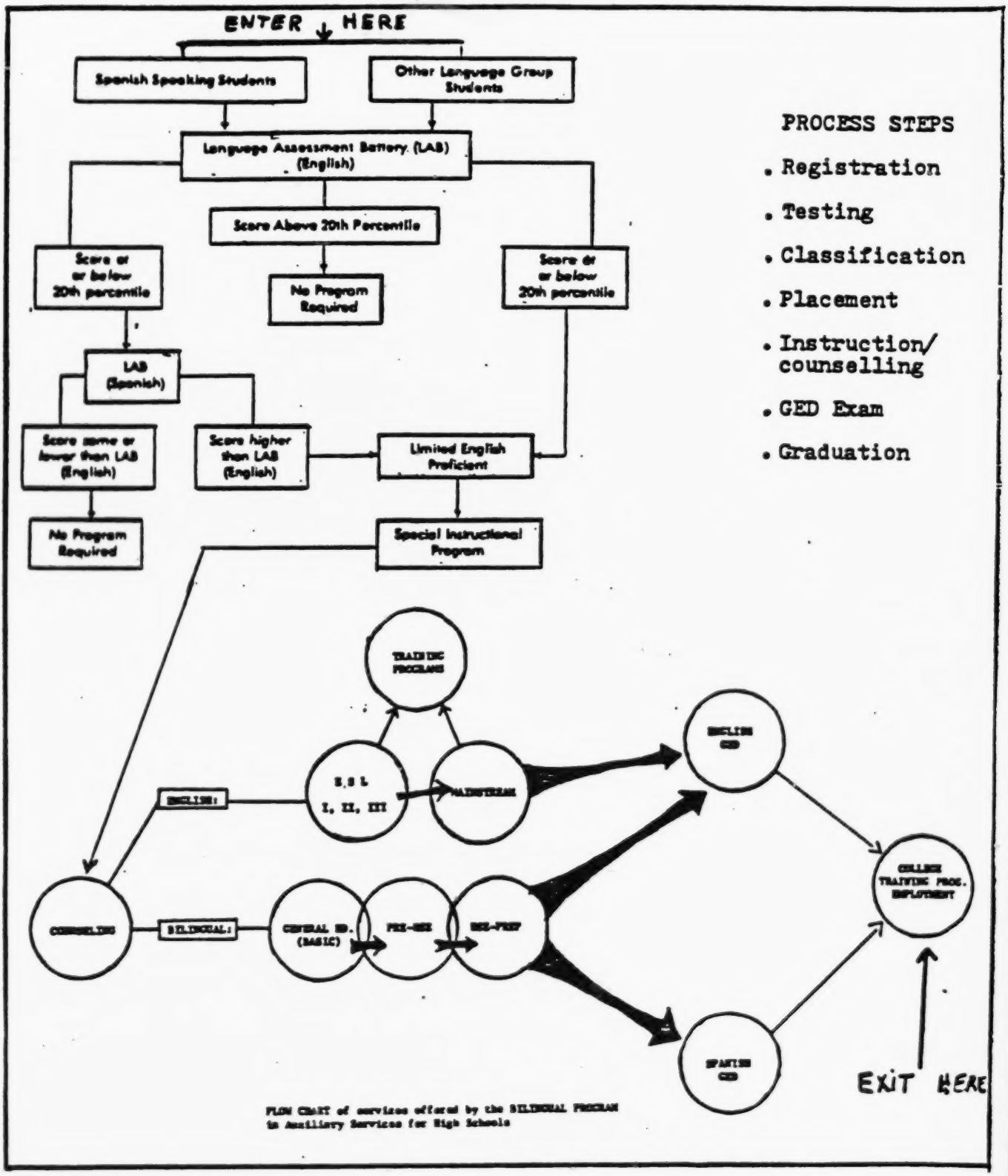
FIGURE 2



FLOW CHART of services offered by the BILINGUAL PROGRAM in Auxiliary Services for High Schools

PROGRAM-WIDE INSTRUCTIONAL APPROACH

The instructional approach within the bilingual program in A.S.H.S. enables students to receive English as a second language (E.S.L.) and/or English mainstream classes, and subject-area instruction in their native language. The non-graded instructional design that serves the five target language groups permits homogeneous instructional grouping in the native language and in English.

This instructional process contributes to program continuity across all bilingual A.S.H.S. sites. The program maintains folders containing an instructional work plan based upon placement scores and intake information for each student. Individualized check-off sheets, preprogrammed by instructional level and keyed to the curriculum, enable both students and staff to monitor the students' academic progress. The check-off sheets establish the skills, concepts, and topics that must be mastered in each content-area in order to move on to the next level. Cumulative student record cards document student growth, and students maintain their own personal log of tasks completed.

The program curriculum, which has been revised by numerous staff members during the program's history, is based upon materials whose contents are similar to the G.E.D. examination. Staff members from each of the five major language groups have developed instructional materials and criterion-referenced tests to assess student progress. The tests indicate whether a student has mastered concepts or if follow-up reinforcement is needed.

Hispanic students generally prepare for the Spanish version of the G.E.D. examination while being enrolled simultaneously in intensive E.S.L.

classes. Students from other language groups receive content-area instruction in their native language, as well as E.S.L. preparation. However, these students are programmed into mainstream English classes to prepare for the English version of the G.E.D.

Instruction at the basic and intermediate levels is generally individualized or in small groups, since linguistic competency and academic background varies greatly. At the advanced level, instruction tends to be in large group lectures.

The instructional component of the program embodies a bicultural approach. For example, N.L.A. students use oral biographies of role models from their cultural groups. The social studies curriculum is multidisciplinary, involving anthropological, historical, and sociological perspectives. Staff members regularly plan class trips to local museums, theaters, and community organizations that offer students experiences in their own cultures. The E.S.L. classes follow up on all bicultural curricular topics that are included in the curriculum guide and are covered at all class levels.

ENGLISH AS A SECOND LANGUAGE (E.S.L.)

Within the bilingual program in A.S.H.S., the E.S.L. component is administered by the administrator of each site. The center administrators and the bilingual program administration work cooperatively in program scheduling, acquisition and development of materials, and articulation among components. The program staff developed an E.S.L. syllabus and curriculum guide which is implemented at the discretion of the center administrators.

The amount of time alloted for E.S.L. and modes of instruction vary a great deal from site to site. Staff reports a need for sequential linkages between the E.S.L. and the G.E.D. components, and for E.S.L. materials that parallel the G.E.D. curriculum. This might be accomplished with an E.S.L. supervisor, but neither A.S.H.S. nor the bilingual program have the necessary resources.

THE SPANISH COMPONENT

Hispanics are the largest language group served by the A.S.H.S. bilingual program. They accounted for 70 percent of the students served in 1984-85. This group is served at 13 sites. Since a Spanish version of the G.E.D. is available, Spanish-speaking students generally need less time to prepare for the examination than speakers of other languages. E.S.L. is emphasized, however, because staff members recognize that the G.E.D. diploma is of little value in the world of work without commensurate skills in English.

The curriculum for the Spanish component is highly developed. Based on students' scores on the Spanish language test, La Prueba de Lectura, students are assigned to the appropriate level and work independently, using the check-off list for that level. After completion of preparatory "phases," students prepare for the G.E.D. examination using commercial tests and program-developed materials. For students who lacks basic skills in their native language, there are program-prepared native language arts tapes that reinforce academic skills.

The substantial waiting list for the program helps promote attendance among participants. Staff members maintain contact with students who temporarily leave the program and provide the necessary support to prevent non-attendance from becoming a problem. They employ a variety of outreach methods to establish and maintain contact, including phone calls and follow-up postcards.

THE CHINESE COMPONENT

The Chinese students comprise the second largest language group: 195 students at three sites. The Forsyth Street site, close to New York City's Chinatown district in Lower Manhattan, began a Chinese bilingual component in 1975. Additional sites were established later at Junior High School 10 in Astoria, Queens (a multi-ethnic community), and at Julia Richman High School in mid-Manhattan.

Many of the students come from mainland China and have no prior preparation in English, but they are highly motivated and are generally able to complete G.E.D. preparation within two-and-one-half to three years.

G.E.D. preparation is offered at three levels: beginning, intermediate, and advanced. Staff members are fluent in both Mandarin and Cantonese. The academic content areas, taught with an emphasis on oral Chinese, are supplemented by explanation and clarification in English, affording students an opportunity to improve speaking and reading skills.

Over the past nine years, the project staff has developed curricula that include translated versions of existing content-area materials used to prepare for the G.E.D. examination. There are also commercial materials produced in Hong Kong. The program staff has also devised a translation method using the international phonetic alphabet, in which sounds and symbols correspond consistently. This helps improve the students' pronunciation and reading skills.

There is a far greater demand for the Chinese component than the project can handle; each site has a waiting list. Forsyth Street, which this year served 135 students in the Chinese bilingual component, has a waiting list of over 100.

THE GREEK COMPONENT

Junior High School 10 in Astoria, Queens, offers evening Greek instruction to 50 students in one of the largest Greek-speaking neighborhoods in New York City. The Greek students in the bilingual program are generally older than those from the other language groups, and most have not previously been enrolled in New York City high schools. Most students at this site are employed full-time.

Unlike the other language components, the Greek component does not specifically prepare students for the G.E.D. test. Instead, students focus on improving their English-language skills through E.S.L. instruction, and on increasing their academic level through content-area courses taught in Greek. This enables them to be mainstreamed into English monolingual classes that prepare them for the English-language G.E.D. test. When appropriate, students are referrred to local colleges and universities.

THE HAITIAN COMPONENT

The Haitian bilingual component, established in 1974, operates at the Park Avenue site during the day and at Julia Richman and Prospect Heights high schools in the evening. The 201 students (an increase from 49 students in the previous year) served by this component are drawn from throughout the city. Most entered the program without prior education in a New York City school. Generally, a student who comes in with at least a tenth-grade education in Haiti can expect to complete preparation for the G.E.D. examination within twelve months.

During the early years of the Haitian program, incoming students tended to qualify for the intermediate and advanced levels of G.E.D. preparation. However, three years ago a significant shift occurred: many entering students had lower skill levels. Consequently, the program developed a basic skills preparation component. Instruction is conducted in two languages: content is taught in English, while explanation and clarification are provided in Haitian Creole. The program stresses mastery of skills and requires that pretests and posttests be completed successfully before a student can proceed to more advanced levels. The Haitian Creole component has an extensive waiting list.

THE ITALIAN COMPONENT

The Italian bilingual component is located at the St. George site on Staten Island. The student group includes both young new immigrants and older students returning to school to obtain the G.E.D. The teaching staff focuses the educational program on the social and cultural aspects of adaptation to American life.

The Italian component was initially located in a school on Staten Island because a significant number of newcomers had settled there. Italian immigrants are now more widely dispersed, but the program is still located on Staten Island, a site that is not easily accessible. Thus, although the demand for its services continues, the program has experienced a fluctuating enrollment, with 60 students in 1981-82, 16 students in 1983-84, and and 27 in 1984-85. A primary issue for the program, therefore, is how to establish a site that is accessible to both students from Staten Island and those who have settled in other parts of the city.

V. NON-INSTRUCTIONAL PROGRAM

CURRICULUM DEVELOPMENT

The bilingual program in A.S.H.S. generates new instructional materials as the demand arises. Staff members are encouraged to become involved in curriculum development so that the process also serves as a form of teacher training. New materials are field-tested by all staff before they are adopted into the program's uniform curriculum.

The Spanish language curriculum is the most complete, but recently staff has made efforts toward increasing the materials for the other language groups.

During the past year, the A.S.H.S. bilingual staff has developed five new curriculum guides. These include a general education review booklet, a general education grammar, and curriculum guides in Greek-language social studies and native language arts. The staff also revised five existing workbooks or guides in G.E.D. social studies and pre-G.E.D. social studies.

STAFF DEVELOPMENT

Staff development objectives are accomplished through both internal and external training. Internal training includes supervision and observation by cental program administrators, conferences, workshops, and curriculum development. External training includes university courses, conferences, and workshops.

A total of four in-service central office workshops on specific instructional activities and guidance matters were scheduled in 1984-85. The program director also reviewed on-site teaching operations during periodic field visits.

SUPPORTIVE SERVICES

A major focus of non-instructional activities is the preparation of students for the world of work through college and career planning, consumer education, and job placement. This part of the program is handled directly by the educational and vocational advisors. In addition, a career guidance specialist was appointed to provide career awareness counseling at seven target sites. He is also responsible for developing multilingual curriculum guides for use at all 15 sites.

Students are scheduled for at least five counseling sessions each year. The counselors maintain student records, confer regularly with teachers, follow up on withdrawals from the program, make referrals to other programs and agencies, and organize extracurricular activities. Counselors also conduct workshops on career awareness. The curriculum for these workshops was developed by the program staff and includes such topics as self-awareness, educational awareness, career awareness, economic awareness, employability skills, and decision-making.

Counselors and advisors refer students to various job training services in the metropolitan area, based upon student interests and the availability of training programs.

PARENTAL INVOLVEMENT

A majority of the students in the bilingual program are of legal age (18). In accordance with A.S.H.S. policy, parents of 16 and 17-year-old students are included in the initial intake interview. At that time, parents are given bilingual program information and are invited to participate in the Advisory Council.

Program staff reported that because many students live far from the

school, parental involvement was not as high as it might otherwise have been. The parents who participated in the program provided input about ongoing activities and helped in the planning of program-wide special activities. A workshop on cultural awareness was attended by parents from each of the five language groups.

VI. STUDENT ACHIEVEMENT

The data analyzed in this section are based on a sample of 1,776 (93 percent) A.S.H.S. bilingual program participants from 14 of the 15 program sites.

This section will focus on achievement in the following academic areas: English as a second language, the students' native languages, and mathematics. The degree to which students advanced to the next higher level of E.S.L. and native-language instruction, and the test gains made in all three areas during the academic year are all analyzed. Findings are reported for the program on a city-wide basis, and, where appropriate, for each program site and language group. Whenever possible, advancement rates and test gains are compared with the program goals for that area.

ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

Gains in English Reading

Performance in English reading was measured by the Metropolitan Achievement Test (MAT) and by the Stanford Achievement Test (SAT). The change in mean raw score between the fall 1984 pretest and the spring 1985 posttest was used to indicate growth or loss in English achievement. Statistical significance of the change was determined by a correlated *t*-test, which demonstrates at a given level of probability whether the difference between the means is beyond what would be expected on the basis of chance variation alone. Statistical significance was assumed when the probability that a mean difference could be attributed to chance was .05 or less, in accordance with the program objective.

The MAT was administered to Haitian students, and all other students

were given the SAT Level 1 or 2.

Tables 3 and 4 present the results on these tests. The gains on all three tests were significant, with students making average raw score gains of 7.1 on the MAT, 10.4 on the SAT Level 1, and 13.6 on the SAT Level 2. Thus the program objective was met.

Further analysis revealed that students at the day sites had higher pretest scores and made greater gains than students at the evening sites, perhaps reflecting the longer instructional schedule offered at day sites. In addition, students who were in the program more than five months made greater gains than new students.

TABLE 3

Results of the Metropolitan Achievement Test

N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.
162	35.7	11.6	43.2	13.1	7.5*	4.5

TABLE 4

Results of the Stanford Achievement Test

Level	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.
1	384	31.6	17.5	42.0	19.0	10.4*	8.4
2	355	43.5	21.5	57.2	21.1	13.6*	10.6

*Statistically significant at the .05 level.

Advancement in E.S.L. Instructional Level

The A.S.H.S. bilingual program evaluation design called for the promotion of 60 percent of participants to at least the next higher level of E.S.L. instruction. Of the 1,776 students, 250 who were on E.S.L. waiting lists, 70 who were already mainstreamed, another 95 who were in the program for over 10 months were not included in the analysis. Of the remaining 1,361 students, forty-four percent were at Level 1, 28 percent at Level 2, 14 percent at Level 3, three percent at Level 4, and six percent at Level 5. As only 8.8 percent advanced one level, this program objective was not achieved.

Rates were similar for all levels. Day sites had 13 percent advancement rates as compared to 6 percent for evening sites. Students in the program over 5 months had 18 percent advancement rates as compared with 3 percent for new students. For those students who did advance, the majority took 3 months to advance one level. But 412 of the 499 who were in the program for over 5 months did not advance one level. Thus, it takes more than 5 months for most students to advance one level.

Italian students had the highest rate of advancement. Seventy-four percent advanced one level, as did 20 percent of Haitian students and 5 percent of Hispanics. Greek and Chinese students did not advance in level.

ACHIEVEMENT IN NATIVE LANGUAGE

Gains in Native Language Reading

The program objectives called for a significant gain in native-language reading. To assess student progress in this area, each language group was pretested and posttested with the appropriate native language test. The results of these tests by program site and language group are presented in Tables 5 and 6. Hispanic participants were tested with the Interamerican Series, La Prueba de Lectura, Level 3,* and other language groups were tested with teacher-made instruments. The purpose of the Interamerican Series is to evaluate the achievement in English and Spanish of Hispanic students from the Americas.

For all groups, gains were statistically significant, thus meeting the program objective.

As with English testing, gains were usually greater for Chinese and Hispanic students in day programs and for Chinese, Hispanic, and Haitian students who were in the program for more than five months. However, among Haitians, evening students made greater gains. Greek and Italian students were mostly evening students who had been in the program for over five months.

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Sata Maria, San Antonio, Texas 78284.

TABLE 5

Results of the Prueba de Lectura

N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.
487	52.9	13.5	62.2	13.5	9.3*	9.4

*Significant at the .05 level.

Table 6

Results of the Program-Developed Native Language Tests

Language	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.
French	188	71.4	10.7	88.1	5.1	16.7*	9.4
Chinese	141	41.1	11.4	54.9	8.7	13.8*	8.4
Greek	28	61.1	10.8	74.7	9.9	13.5*	4.6
Italians	26	52.2	8.4	62.5	8.0	10.6*	3.3

*Significant at the .05 level.

Advancement in Native Language Instructional Level

The program objectives specified that 30 percent of participating students would be promoted to a higher level of native language arts instruction. Of the 1,776 students reported, 98 who had been in the program over 10 months, 25 who were reported not to receive NLA, and 43 who had no data (perhaps because they did not receive N.L.A.), and 16 who had already been referred for the G.E.D. were not included in the analysis. Of the remaining 1,594 students, 54 percent advanced one level, thus meeting the program objective.

The rate of advancement was higher at the higher levels. The proportions of students at each level at the beginning of the semester, and the proportion advancing at least one level are presented in Table 7.

TABLE 7

Proportions of Program Students Advancing At Least One Level, by Fall N.L.A. Level

Level	Number	Percent of Total	Proportion Advancing at least one Level
N.L.A. 1	171	10.7	31.0
N.L.A. 2	464	29.1	32.3
Pre-H.S.E.	478	30.0	60.7
H.S.E. PREP	481	30.2	60.7
TOTAL	1,594	100.0	54.1

The advancement rate for students in the program 5 months or more was 57 percent, versus an advancement rate of 52 percent for new students. The advancement rate for day students was 58 percent, versus 57 percent for evening students.

The Haitian students had the highest advancement rate: 94 percent advanced at least one level. Most of them really advanced two levels (54 percent of the total), and many advanced three (11 percent of the total). Seventy-three percent of the Italian students advanced at least one level, as did 59 percent of the Hispanic students and 15 percent of the Chinese students. Greek students did not advance in level.

ACHIEVEMENT IN MATHEMATICS

Program objectives called for statistically significant gains in mathematics. Mathematical achievement was assessed by pretest and posttest administration of the New York City Arithmetic Computation Test.* Scores on the tests are presented in Table 8.

Students made a statistically significant average gain of 9.3 points, thus meeting the program objective. As with the language tests, day students made greater gains than evening students, and long-term participants made greater gains than short-term participants.

Because this was the only test administered to all students, an analysis was conducted for the separate language groups.

Results show that the Italians had much higher pretest scores than any other group, with a mean of 49.1. The Greeks (25.6), Chinese (20.2), and Haitians (16.4) had lower scores but made somewhat larger gains than the Italians. For these groups, the lower the average pretest score, the higher the average gain. However, although Hispanic students had the lowest average pretest scores, they did not gain as much.

*A locally-developed test of basic computational skills, including operations, fractions, decimals, and concepts of perimeter and area. The maximum raw score obtainable is 44.

TABLE 8

Results of the New York City Arithmetic Computation Test

Group	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.
Caribbean Hispanic	324	7.2	4.7	14.9	7.6	7.7*	6.0
Central/South American Hispanic	346	8.5	5.7	16.0	8.6	7.5*	6.7
Haitian	166	16.4	7.9	31.6	6.2	15.2*	6.8
Chinese	133	20.2	5.2	30.5	7.5	10.3*	6.6
Greek	30	25.6	10.4	35.8	12.6	10.2*	4.7
Italian	25	49.1	9.1	59.2	9.5	10.1*	2.2
TOTAL	1,078	12.8	10.5	22.1	12.9	9.3*	6.8

*Statistically significant at the .05 level.

VII. CONCLUSIONS AND RECOMMENDATIONS

The A.S.H.S. bilingual program, in the last year of a three-year cycle (1982 to 1985), continues the delivery of bilingual services developed over the years and builds on that experience. There is a system of programmed instruction that allows for highly individualized pacing and a core of personnel experienced in that system. The curriculum has been subdivided into five levels of skills not only in language, but in content-areas.

One of the program administrator's main concerns is the need to respond quickly to meet the demands of changing language populations. Relatedly, the program has been expanding the resources it offers in languages other than Spanish in the areas of staff and curriculum. At present, the program continues to "fine tune" its internal operation by adding curriculum that emphasizes career awareness, working to amplify the curriculum materials in languages other than Spanish, and instituting program-specific staff training. In addition to conventional inservice training methods, and program-wide conferences, the program is assigning resource teachers to work in classrooms with new teachers.

The progress of the 1984-85 participants was examined in three content areas: English, native language, and mathematics. On a program-wide basis, participants made statistically significant gains in all three areas. Overall, the program objectives with regard to achievement were met.

While A.S.H.S. participants as a group are making substantial academic progress, their profile reveals a diversity in terms of age, ethnicity, country of origin, length of time in the U.S., educational history, and employment status, and reasons for participating in the program. Group characterisitcs and individual needs of its participants are considered by

local program sites to better assist them in completing their high school education, and in preparing them for employment or further education after leaving the program.

Program evaluations of the A.S.H.S. bilingual program have found low rates of advancement in E.S.L. levels each year. The evaluation team recommends that the program revise the objective in this area to reflect more realistically the time that it takes students to advance one level. The objective should be based on the number of hours of instruction a student actually receives. Evaluation reports of bilingual programs in regular day high schools indicate that only students who average at least 135 hours of E.S.L. instruction can be expected to advance one level. The objective might be revised accordingly.

Given its success with students generally considered "at risk," and the great need among older immigrants for its services, the project is encouraged to continue to seek support for expanded services. It is, in many of its features, a model program offering effective services to dropouts and older LEP students, as well as adult "new Americans." The Auxiliary Services model is one worth disseminating.